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ABSTRACT

This report describes a five-year interdisciplinary training program in education and social service for the children, parents and university students at the Wayne State University College of Education Laboratory Nursery School and details the impact of the training model on six representative families enrolled in the nursery school. The basic components of the training program are: primary emphasis on total family approach, intensive family involvement at all levels of the program, and parent education. Chapter One outlines the structure of education and social work personnel participation in the training program. Chapter Two indicates the range and kinds of interventions program workers made in six severe but representative cases. Chapter Three briefly assesses the program. Implications of the program for creating a new professional (human service educator) who assumes responsibility for the total family, are discussed. (Author/RH)

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# AN INTERDISCIPLINARY EDUCATIONAL MODEL TO PROMOTE FAMILY DEVELOPMENT AND INDIVIDUAL GROWTH: TEACHERS AND SOCIAL WORKERS LEARN TOGETHER

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Third, the writers wish to thank the staff at the Nursery School for their ongoing support and involvement:
Teachers - Tommie Evans-Lee, Keith Myers and Hildegarde Weems; Secretary - Elaine Andrews; Cook - Ethel Hill; and Para-professional - Angelina Werts.

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## Introduction

This document describes a five-year interdisciplinary training program in education and social service for the children, parents and University students at the Wayne State University College of Education Laboratory Nursery School.

The program integrated the learning and service of Wayne State University students from the College of Education and the School of Social Work in a new model of home/school partnership and of parent education.

This model incorporates the close cooperation among teacher, parent, social worker, and administrator in efforts to promote the growth and development of the children and to enhance their readiness for learning in school.

This document will describe the training model and will detail its impact on six representative families enrolled in the Nursery School. Suggestions for the implications and wider application of this model in the public schools are included.

# CHAPTER I

# THE INTERDISCIPLINARY TRAINING MODEL

## Background

In 1957 Wayne State University in Detroit, Michigan established in interracial, intercultural Nursery School in conjunction with the Detroit Housing Commission. Its purposes were to provide a laboratory for students who were preparing for positions in early childhood education and a laboratory for community service.

## Geography

The Nursery School is located in the Jeffries Homes, a low income housing project, approximately 1/2 mile from the main campus. The school consists of one large playroom, conference room, social worker's office, staff office, locker room area and a small kitchen used for preparing lunches and snacks. Outside are a large surfaced patio and an enclosed playground.

The housing project, built during 1952-1955, is located on two sections of land, divided by a freeway. There are sixty-nine tenant buildings containing 2,170 dwelling units. The population is predominantly black and consists of approximately 4,000 people.

## Nursery School Program

The College of Education Nursery School offers a rich educational program for young children. Children have many firsthand experiences with materials in art, science, music, social studies, mathemetics and language arts. Each day they have an opportunity to work independently, or with small groups of

children and to interact with the adults on the staff. They make choices about the activities they wish to pursue. The teachers observe, interact and guide the children as they move through the day. At varying points each day the child becomes part of a small group and then a larger group of children for whom specific learning experiences have been preplanned by the teachers and student teachers.

The school program is extended into the home when teachers, on a regular basis, work in the home with children and parents in areas of the children's special interest and ability. Large and small group field trips are another part of the program, used to enrich school and home experiences.

Ira Gordon speaks of the importance of the family's teaching role when he says ...

> Today, our view is that the parent is a primary teacher of the child. What we do, both as parents and teachers, makes a considerable difference, not only in children's learning of facts but in their total development, self-concept, intellectual development, in all areas of their life. (1976, pp. 73)

The Nursery School supports this philosophy and shares with parents the task of helping each child acquire important knowledge and insights about himself/herself. Parents are encouraged to visit the school, to go along on field trips and to have teachers visit their homes. In addition, a volunteer parent committee sits on the Nursery School advisory board, plans formal meetings and other parent activities. These activities range from serving on the teacher selection committee to working with director and staff to paint the Nursery School. They include workshops, lunches, toy-shopping expeditions and seminars.

The children come three hours a day, five days a week to either the morning or afternoon session. Parents or siblings bring and pick up the children.

Ages range from two to five years. Snacks and lunches are served to both groups with nutritional needs and eating habits being observed as a means for parent-staff interaction.

The enrollment represents not only a balance of ages, or boys and girls, but also of income, race and neighborhoods, with half the children from the Jeffries Homes and the other half from Metropolitan Detroit. The tuition, based on family income, is determined on a sliding scale. Children with special needs are placed in the class based on referrals from social agencies.

Staff

The director, an assistant professor in The College of Education, and two teachers are members of the Wayne State University Faculty. Other permanent staff members are the cook, a teaching assistant, and the secretary. An associate professor from the School of Social Work comes weekly to the Nursery School to supervise the social work student.

Teacher Education students participate five days a week, for 11 weeks in the school as part of their training and experience in preschool, early elementary or special education. A social work student participates three days a week for the entire school year as part of his/her training.

Other divisions within the College of Education as well as other colleges make use of the school for observations in related classes and for research. Community visitors are also welcomed.

Advisory Board

Policy decisions are made by an advisory board headed by the head of the Teacher Education Division of the College of Education. Members of the advisory

board include Nursery School parents, Wayne University faculty (including a representative from Social Work), a Detroit Housing Commission person and the Nursery School director.

College of Education Training Program

The training of early childhood teachers (nursery-third grade) has unique features when compared with programs designed for the general elementary school teacher. Three primary areas are the focus of this early childhood training program: (1) work with young children, (2) work with families, and (3) work with assisting teaching staff. Each of these areas requires a regard and sensitivity for human dignity and self-determination, in addition to strong theoretical background in early childhood education and practical application of the theory.

Early childhood teachers today are beseiged by commercial companies with materials emphasizing varied approaches to early childhood education. Teachers must evaluate these materials and the many currently available program models. At the same time teachers must be trained to assess parental concerns and hopes regarding their child's present and future life. Teachers need to learn to identify and use the skills and talents parents possess. (Streissgarth and Bee, 1972, pp. 154)

Likewise parent effectiveness must be enhanced. In today's society students need specific skills in responding to parents who are working and/or going to school, in addition to coping with the everyday responsibilities of raising a family. Families today are described by Nedler as "parents on the run" (1977, pp. 28-32).

Early childhood education teachers often have assisting teaching staff available. Generally these assistants are at a para-professional level and receive on-the-job training provided by the teacher. At the same time the teacher has much to learn from the para-professional who is often a resident of the local community and has expertise not held by the teacher. Teachers in their role as the head of a small team must learn to use assisting staffs' talents and skills effectively.

To meet the challenge of the specialized competencies needed by teachers of young children, College of Education staff developed an undergraduate level, early childhood program of which this training site is an integral part. The program attempts to recruit those students who see themselves as becoming public school teachers with a primary focus on young children and their families. Students need to be comfortable in interacting with a variety of people (children, parents, para-professionals, support service staff, fellow teachers). In preparation for becoming the head of a classroom team they must develop leadership skills.

> "Teaching is consulting and conferring with parents and other professionals. Teaching is being understood by parents and children...Teaching is managing one's self as a tool, in fact as the primary tool. It is the awareness of one's changing self and its changing impact on children. Teaching is growing in a community." (Spodek, 1974, pp. 14)

Because of the thrust of the parent education/participation model as exemplified by Project Headstart, teachers today go beyond the generally accepted mode of interaction with parents, i.e., PTA, conferences, report cards. This interaction results in both an added complication and increased opportunities for the teacher. When the early childhood teacher is working with parents and with children, he/she must delineate her role as compared with the support

staff, such as the Psychologist or social worker.

Interdisciplinary Teacher Education

Students are first admitted to the Interdisciplinary Teacher Education Program (ITE) within the College of Education. This program is four quarters (11 weeks each quarter) with students combining on-campus classes in curriculum methodology and theory with off-campus field experiences. It is within the ITE program that early childhood students have an opportunity to earn the "Nursery School Approval" in addition to their elementary teaching certificate and a Bachelor of Arts degree. The Plan is as follows:

Phase I - Students are placed in a Headstart of Kindergarten classroom three half days a week for 11 weeks for their field work. This field work is combined with two half days of on-campus classes in language arts, philosophy of education, and educational psychology.

Phase II - Students are placed in an elementary grade, three half days a week for 11 weeks for their field work. This is combined with two half days of on-campus classes in mathematics education, developmental reading in early childhood and educational psychology.

Phase III - Students are placed for two full days and three half days a week for 11 weeks for student teaching at the Wayne State University Nursery School at Jeffries Homes. This field work is combined with on-campus classes in educational sociology, philosophy of education, elementary social studies, and elementary science.

Phase IV - Students are placed for two full days and three half days a week for 11 weeks in an elementary grade for student teaching.

Students also take additional classes that focus on the young child and the family and on curriculum development.

Field Experience Goals

Recognizing that most students come to their field placement primarily concerned with themselves and learning their role as a teacher, the Nursery School staff has over the years developed a systematized approach to training. This procedure assists students first in recognizing their personal concerns and second in helping them move their center of focus to the child and the family. Step-by-step over the 11 week period students have exposure to all aspects of the program. By the end of the quarter they are beginning to integrate these parts into a cohesive whole. Goals for education students at the Nursery School include to:

1. Understand child development generally and be able to translate theory into work with children.
2. Assess needs, interests, abilities of individual children within the class and make plans accordingly.
3. Understand the function of grouping and be able to plan for and work with small and large groups of children.
4. Experience and become competent in techniques of classroom organization and management including room arrangements, interest centers influence techniques, transitions.
5. Understand and translate the broad goals of the Nursery School program for children into specific objectives and strategies.
6. Understand, plan for, and evaluate all parts of the daily program for children to the point where the students can coordinate the

total daily program.

7. Experience all aspects of the parent program, understanding that parents, like children, have individual needs, abilities and interests which must be assessed and developed.
8. Experience, understand, appreciate and make use of the abilities of a para-professional in the classroom.
9. Understand the role of an early childhood teacher as the head of a team involving assisting staff and parents.
10. Experience the role of an early childhood center in the total school program.
11. Experience the role of an early childhood center in the total community effort.
12. Begin to see one's role and responsibilities in the early childhood profession.

Students build these competencies through participation in such activities as: planning, execution and evaluation of daily program for children; weekly seminars related to their work in the Nursery School; visits to the homes of the children with whom they are working; small and/or large group field trips; regular conferences with their supervising teacher based on their work and progress; keeping logs for the college supervisor (Nursery School director) which reflect the growth process they are involved in; keeping anecdotal and other types of records on children; participating in a Saturday morning parent meeting and/or end of the year family picnic; attending a Nursery School advisory board meeting; going holiday toy shopping with a small group of parents; attending an early childhood community meeting; attending a local community meeting; viewing films and attending workshops; meeting with a group of parents

to discuss their concept of "what is an effective teacher" and "what I want the school to be or do for my child."

Students Working as a Team

Until 1972 the program for education students was the only ongoing training program available at the Jeffries Nursery School. Other departments within the university did make use of the Nursery School in one-time visits or in weekly observations and short-term participation. The short-term limitation minimized the value of these observations and participation sessions. The historical Nursery School records indicate an interest on the part of the School of Social Work to have its students involved in the training model. And although the College of Education was also interested, it was not until 1972 that some interdisciplinary training was developed.

Since 1972 education and social work students have worked together in observing and interacting with children and their families at the Nursery School. Atkeson and Guttentag describe how parent discussion groups in a Nursery School are one strategy to be employed in a "natural setting for early intervention of a preventive nature" (1975, pp. 515). Wayne Social Work students and education students participate together in the parent program and in early childhood community functions. As students interact and learn together it becomes possible to provide varied services to families. One of these services is to help parents help children to learn. According to Levenstein and Levenstein the role of a mother is that of a cognitive socializer and...

> The school, society's formal institution for cognitive socialization of the older child, must eventually assume a major part of her role. If the family, through the mother, has not laid a cognitive foundation to prepare the child for making the most of school experience, we are likely to hear once more the familiar cry of the educator, "Too late." (1971, pp. 75)

The interdisciplinary effort assists students to define their role "as a teacher," "as a social worker"; to see when and where these roles overlap and what unique contributions each discipline makes to the program and to the families they are serving

> The ability to be comfortable and function in a highly fluid situation and to be open to change in self as a person and as a worker is of particular importance for the practitioner who is part of a team, especially if that team is attempting to maximize the emergent qualities of the model. (Brill, 1976, pp. 30)

Students meet together on a weekly basis in a two hour seminar to plan programs and to establish goals and strategies for work with children and their families.

School of Social Work Training Program

The establishment of a Social Work component within the Nursery School under the Learning Center on Community Mental Health became possible in 1972. At that time the National Institute of Mental Health faculty position was utilized to develop a training model in work with children and families in the inner city (Dillick, 1972). The objective was to develop an interdisciplinary approach to meeting the education and social needs of the families. Particular emphasis focused on promoting positive growth process as a means of reversing the effects of poverty on some of the lower-income, multi-problem families active in the Nursery School. Both the practicum and academic courses are required for the Masters of Social Work Degree (MSW). Preferable prerequisites include those with a strong knowledge base in human development, ego psychology and family dynamics, along with an expressed interest on the part of the student in learning clinical skills involving family and child mental health.

Social Work Student Selection Process

Throughout the project the student social worker has been selected from the social casework sequence. While the development of knowledge in group dynamics, group process and limited skill development in task-oriented parent groups are essential by-products of the education model, the role of the social group worker in this type setting has not been delineated. Formalized training objectives, therefore, are based on the objectives of the School of Social Wrok, casework curriculum. (Lucas, 1973)

Because this was a pilot project, an exception was made to the usual placement policy concerning field work practica. The Nursery School does not have a staff social worker who could act as field work supervisor. Therefore, the faculty field instructor is responsible for curricula, student instruction, supervision and the service program.

Personality and professional attributes of a student identified as essential are:

1. Ability to function with reasonable autonomy.
2. Well-established organizational skills and the ability to define a role while remaining flexible.
3. Personal security in one's professional identity and the ability to respect the competency of other disciplines.
4. Capacity to sustain close relationships and work within a host setting.
5. Ability to share responsibility and to tolerate close scrutiny and assessment by others including parents, student teachers, supervising teachers, and the director, in addition to the faculty field instructor.

From the beginning it was felt that an educational experience such as this should be available only to a student who elected it based on sufficient knowledge of the expectations. Therefore, prospective students are interviewed by the faculty field instructor. The interview includes an orientation to the school's educational philosophy and to the training model, and the student's role in the design. Hopefully this gives the prospective student a real feeling for the milieu. The orientation has been most helpful in motivating enthusiastic response, or in eliciting anxiety and uncertainty which lead to withdrawal of interest in the placement. This pre-test of capacity and commitment, along with the opportunity for feedback, has contributed to the exceptionally high quality of students who participate in this training model.

Case service activity provided the basis for teaching differential casework interviewing and psychotherapeutic treatment skills. Intervention goals for families were aimed at reducing internal stress and dysfunction. Another important goal of the social work component was to demonstrate out-reach and task-centered casework techniques geared to alleviating the impact of external stress. Stressful situations seen in the Nursery School include inadequate housing, unemployemtn, health problems, economic deprivation and conflict with social institutions which contribute to emotional stress and family maladjustment.

Role of Social Work Students

From its inception, the role of the student social worker was designed to provide on-going interaction with staff and student teachers in order that verbal and written observation and feedback would be readily accessible and utilized in planning for the child. The social work student attended weekly

staff meetings and participated in the weekly student seminars. The faculty instructor and student presented a general orientation including information concerning the social, psychological, ethnic, economic and political factors which influence parent attitudes and behavior. Vignettes of families known to students were used to illustrate the impact of these factors on child development, child rearing patterns and affective interaction. Special emphasis was given to delineating the role of the social worker, including the psychosocial diagnostic process and such professional, ethical issues as the client's right to self-determination and confidentiality. The consultant role of the student social worker was demonstrated through examples of the interdisciplinary process whereby the teacher assumed primary responsibility for work with a family around a special need of the child, i.e., speech therapy, and the social worker was used as a resource person because of special knowledge of existing community resources, referral process, and eligibility requirements for services.

At the end of one year, program review suggested that the format be shifted from emphasis on problem families to exchange of information on all families. In this interactional process, specific family strengths could be identified and maximized in terms of parent involvement at different levels. The group was able to focus more systematically on such concerns as: developmental lags, socialization problems, parenting techniques, attendance problems, and special needs of the children.

In order to further validate the recognition of parent in-put into the educational design, formal appointments between social work student and each family were arranged in the beginning and toward the end of the school year. This procedure offered an early opportunity to learn parents' expectations

for the child and the school, and then to include the parents in assessing their child's progress and in planning for future educational needs. Respect for the human dignity of parents, children and fellow-workers is basic to the educational objectives. This respect has been methodically built into the social work role model and function of the social services component.

Many of the Nursery School families have experienced depression, deprivation and alienation. They often feel powerless to manage their lives without repeated crises. Growth is promoted through positive relationships and success in solving problems. Parents need to have a sense of belonging. "Poor parents have little respite from the chores of homemaking and parenting, and they need something for themselves and each other". (Edelstein, 1972, pp. 420)

Families are introduced to the role and function of the social work student as part of the director's initial interview for newly accepted families. Since each family is seen by the social worker routinely and assistance is pre-offered, the accessibility of the social worker is highly visible and tends to reduce resistance and the negative response frequently associated in the traditional referral process of identified problem families. As they escort their children to and from school, parents are encouraged to maintain ongoing communication with the social worker. Frequently problems can be identified and the severity minimized through immediate intervention. Although privacy for interviewing is available in the designated social work office, the social work student is encouraged to participate in the total milieu. This includes eating with the children, working with small groups and supervising the locker room area as parents bring and pick up their youngsters.

Students Working With Families

Thus far the description of the training model has focused on the concept-

ual framework for developing the knowledge and skill base necessary for the interdisciplinary training of students in education and social work. Since one of the primary objectives is to prepare future practitioners, it is important to show how the principles and concepts from each discipline are integrated and to explain how these are applied through work with the children and their families.

Family analysis as a key to understanding children's behavior is discussed by Lively and Lively. They specify four problem areas of disruption in a family system:

> The failure to develop a structure commenusurate with the characteristics or abilities of the members of the family.
>
> The failure to define as functions those actions which are compatible with the needs of the family in its position in the larger social system.
>
> The development of an incapacity on the part of a member to meet those responsibilities within the system which he has previously performed and which have been explicitly or implicitly delegated to him.
>
> The absence of a member from the system, especially when it is unexpected or the time of return is unknown (1968, pp. 348-349).

Thus, six families were identified who represent the range and diversity of families enrolled in the Nursery School. The Wayne State University interdisciplinary model provides for a common base for teaching and learning about child development, family dynamics and early childhood education theory. This model also promotes a clear definition of the roles of the two disciplines. In addition, the uniqueness of each family provides for the development of the special knowledge needed to help families with a variety of difficulties.

# CHAPTER II

## DESCRIPTION OF SERVICE MODEL TO FAMILIES

### The A. Family

The A. family was among the first families included in the four-year interdisciplinary model. The oldest child B. had attended earlier, with D. joining him the second year. In 1973, the younger child M. enrolled, joining D. in his second year. At that point it was determined that D.'s agressive behavior, particularly the continued use of profanity and his resistance to the verbal disciplinary practices of the school, was of such a disruptive nature that intensive social work counseling with the mother was indicated. Initially, the mother was quite defensive and suspicious, expressing the feeling that D. was unjustly being singled out as a problem child. An extensive psycho-social evaluation of family dynamics and the parent/child interaction was made over several home visits.

Sharon Moynihan sees five benefits resulting from home visits for family treatment. They are:

> Children's fantasies about treatment are exposed and clarified.
>
> Strengths in the family are emphasized.
>
> The home visit early in the contact with a client is an immediate, concrete offer to help.
>
> The home visit communicates that the caseworker is willing to risk herself on the family's terms.
>
> There is increased cooperation from the family resulting from the home visit. (1974, pp. 614)

In addition to these points about the importance of visiting in the home, of course there are other learnings available to the social worker. A special understanding of the home situation and family dynamics can be gained in no other way.

The child's behavior was found to be reactive to family conflict as he was receiving a "double bind" message from both parents. Although the father was legally considered out of the home in order to qualify for ADC benefits, he maintained frequent contact and was closely involved with the children. He and his friends encouraged D.'s behavior. Within the sub-cultural life style, D.'s cuteness and manliness were a source of pride to the father. While disapproving, the mother was passive, and also reinforced the behavior by reflecting on her own sense of pride over having a child that wouldn't be pushed around. This was seen as an obvious expression of her own conflict with repressed aggression.

Social work student learning included the application of Billingsley's concepts of understanding family functioning in a low-income black community (Billingsley, 1969). This knowledge enhanced the understanding of the value system, life style and communication patterns. Another area of focus directly related to the parent's use of physical punishment as opposed to the school's stance on discipline. The mother was encouraged to visit the school and to observe the teacher's technique's in giving verbal instruction to M. and to D. Also, the mother was helped to modify her tendency both to spank the children for each and every misdeed and to have unrealistic expectations: for example, the children were overdressed and then were punished for getting their best clothes dirty at school.

When D. began Nursery School, his verbal level was rated low. His communication consisted primarily of profanity. He grew frustrated easily, lashing out physically and verbally at children and at adults. M., although he had some of the same behavior patterns, did not seem to be a troubled child. He appeared to be modelling D.'s behavior. Thus, work with student teachers centered around examination of behavior of the two children, one of whom appeared troubled, the other simply knew no other way to respond.

Student teachers had to begin with an examination of their own feelings regarding D. They tended to be frightened of him, unsure how to respond appropriately to his behavior and language. In addition, they initially identified M. with his brother, and did not recognize each child's individual personality.

Teaching techniques focused on language development in order to expand D's vocabulary and extinguish his reliance on profanity. In addition, student teachers were instructed on how to set priorities for behavior change.

> Whenever a young child is faced with an obstacle or problem, he attacks it with raw physical energy (agression). If this response is not modified, conflict and chaos result. Parents, caretakers, teachers and others must help the young child gradually turn raw agressive energy into the fuel for curiosity, determination, learning, work, and play. They must help the child modify, refine, and control his energy so that it can be used at the child's will and in ways in keeping with the just rules of the society. (Comer and Poussaint, 1975, pp. 61)

Student teachers took turns being near D. so that appropriate behavior could be reinforced. Inappropriate behaviors that were not harmful to others were ignored in order to promote positive interaction. Progress was slow because this approach was difficult for some student teachers to accept in light

of their own backgrounds. But progress was made.

M. learned a great deal from other children. In addition to D. as a model, he now had other children for models. Also, he was capable of being reasoned with. Program for M. was really not much different than for other children, once student teachers were able to distinguish between the problems of D. and of M.

It was important to review the gains made in this family with subsequent student teachers and social work students. A more normal development was observed in the youngest child P. who joined M. the following year. She was highly developed physically, emotionally mature, and intellectually curious and responsive. Seemingly a female child could be socialized within this family system with less conflict with external systems. Also, it was felt that the continued relationship with the Nursery School staff had made positive impact on the parent-child relationship.

The B. Family

Mr. and Mrs. B., a white couple, resided in an upper-income integrated community. Mrs. B. made contact with the Nursery School on the advice of her neighbor, who had praised the school. Their only child J. enrolled in the school at age 2½ and continued until age 5.

J. was a precocious child with a highly developed language and thinking skills. At three years of age he had all the basic pre-reading skills, could design and build elaborate structures in the block corner. Over the three years of placement, the educational program for J. attempted to provide cognitive experiences that would challenge his intellect while promoting growth in the

socialization areas. J. had a low frustration tolerance and ignored the rights of others. He screamed and cried when children would not do his bidding, when toys would not fit together the way he wanted, and in general when there was any frustration from his point of view.

Because of Mrs. B.'s availability to the school, there were numerous opportunities for observation of the parents and discussion of the discrepancy between J.'s intellectual and emotional development.

It was initially felt that J.'s behavior was a case of overpermissiveness. Student teachers were encouraged to interact with the B.'s in their role as supporters of the total nursery program. At the same time they were trained to work with the child in trying to establish limits within the school structure and to point out ways in which parents could set limits at home with particular emphasis on adequate rest through regular bedtimes.

Hiam Ginott defines permissiveness and overpermissiveness . . .

> Permissiveness is the acceptance of imaginary and symbolic behavior. Overpermissiveness is the allowing of undersirable acts. Permissiveness brings confidence and an increasing capacity to express feelings and thoughts. Overpermissiveness brings anxiety and increasing demands for priveleges that cannot be granted. (1965, pp. 94)

After two years of this type of parent-teacher interaction, it was felt that minimal gains had been achieved and overpermissiveness was not the real problem. J.'s third year at Nursery School illustrates the effectiveness of the teaching seminars as a method of reviewing a child's developmental pattern and identifying needed interventions through an interdisciplinary approach.

Despite his advanced intellectual capacity, his emotional immaturity

(manifested by crying over the slightest provocation or restriction of his own desires, temper tantrums, and limited socialization skills) continued to be highlighted by the student teachers. It was also observed that J. seemed to be easily frustrated when he could not complete an activity; that he seemed pressured to achieve. He had internalized a sense of competitiveness and compulsivity that was restricting normal development and age-appropriate responses toward adults and peers. His inability to enjoy play activities and his pattern of aggression in meeting every situation were also noted.

The parents were very active in the Nursery School program, with the mother frequently accompanying the class on trips, assisting in the classroom and assuming a leadership role on the advisory board. However, the usual efforts of the teachers to communicate their concerns to the mother had been either laughingly discussed or immediately agreed upon. When retrospectively analyzed, these responses represented resistance and denial of the severity of the adjustment problem.

In the seminar it was decided that the student social worker would arrange a series of family-focused conferences. She would confront the parents with their response patterns and attempt to engage them in looking at their own relationships with the child and inappropriate expectations of him.

In the interview with the parents it became apparent that the father, who was an assistant professor, had not achieved the success expected by his own family, and in fact was viewed somewhat as a failure by wealthier family members. Seemingly, he had abandoned all hopes for a highly successful career for himself and instead had invested himself totally in his son's "genius."

Both parents had become preoccupied with this parenting role to the exclusion of the spouse relationship.

They jokingly alluded to an inactive sexual life and limited social activities, while unawaringly castigating each other. Mrs. B. constantly interrupted and belittled Mr. B. to which he responded with sarcastic jokes.

Both parents did express concern and frustration about J.'s crying and inability to relate well to other children. Casework service was focused on this acknowledged concern, and they were agreeable to a short-term treatment plan. Rosenberg speaks of the success of planned short-term treatment in developmental crisis in which "worker and client agree to work together toward a specific goal, within a given number of sessions" (1975, pp. 196). Learning goals for the student social worker were formulated around application of family dynamics, interactional process, communication theory, and marital counseling techniques. The student's intervention with the parents was to: (1) relinguish their inappropriate expectations of J.'s achievement, (2) focus the couple's attention on mutual satisfaction within the spouse system in order that the child would no longer be the pawn for the parents' gratification, (3) help Mr. B. individualize J. and thereby dissolve the symbosis which he was fostering, and (4) help both parents develop insight into their inconsistent discipline and their tendency to treat J. like an adult, behavior which contributed to his social difficulty.

Superficially the parents responded. However, Mr. B. found many reasons for cancelling appointments such as professional meetings and class schedules. Mrs. B. remained ingratiating and intellectual. She resisted

involving herself and primarily projected responsibility for all of J.'s difficulty on Mr. B. Despite the lack of movement in terms of above-stated objectives for family growth, J.'s adjustment did improve. Mr. B. was able to modify some of his excessive demands and inappropriate behaviors toward the child. Once the family problems were acknowledged, Mrs. B. could more comfortable complain about her differences with Mr. B., thus shifting some of the attention from J. Hence the focus could be shifted to the spouse system and marital counseling became possible. Lucas and Goldberg emphasized the importance of taking into account . . .

> "not only the child and its functioning but also the interaction of the child with the other family members to determine the reciprocal relationship and effects." (1969, pp. 39)

The C. Family

The C. Family was a young black nuclear family, with middle class values and aspirations. They were buying their home, and both parents were employed. The C. family was referred to the Nursery School by the Appraisal Center for Multiply Handicapped Children, Children's Hospital of Michigan.

W., a male, eldest of three children, was four years old when he began Nursery School. W. had been diagnosed as mildly retarded. This Nursery School placement was sought by his parents, "because he cannot keep up with other children his age."

The director's admission interview elicited considerable concern and anxiety over having a "retarded child" and a pattern of "shopping" for a school situation which would be beneficial to him. W. had already been in four different programs.

The focus of the educational program for W. was on concrete experiences,

language and socialization skills. W. was allowed opportunity to explore materials and to experiment with them. This exploration was balanced by directed activities on a one-to-one basis or in a small group.

Student teachers were instructed on observation of W. They learned to take anecdotal records of this child during self-direction time, when he was playing with toys and when he was interacting with adults or with children. They were helped to see how this information might provide the basis for curriculum development during the more formal times of the day. Students were urged to examine the observations for: (1) which activities he selected, (2) his response to the approach of children and adults, (3) his response to instructions, (4) his ability to use appropriate labels, and (5) his spontaneous language. These observations were evaluated and activities were planned for W. during small group time or on a one-to-one basis. Examples of such planning included matching and naming of small items found around the home with the drawing of that item on large poster board. On other occasions he was helped to put together a large puzzle of a boy, matching and naming the various body parts. Small muscle coordination was further developed through the use of legos, blocks, puzzles. W. was encouraged to talk freely to the adults as he participated in these activities.

Communication between teacher and social worker revealed that the parents were using as a measurement for growth whether or not he could say the alphabet and count. This inappropriate measure was considered a sign of parental resistance as described by Levitt and Cohen. They describe how workers in a parent education program may have difficulty in adjusting to parental resistance

(1976, pp. 271). Student teachers were urged to focus on parents' concern in this area and to explore the teachers' response. They were helped to see that one cannot deny or refuse to consider the parents' goals for their child. Seminar discussions centered on growth processes, and how to incorporate the dynamics of the parents' need to hang onto tangible evidence of growth with the Nursery School's educational goals and with goals from the Appraisal Center.

A month after W. began school a tentative psycho-social assessment was completed. The first contact was with the father whose work shift enabled him to transport W. to school. Instruction of the social work student focused on developing empathy, recognization of the frustration frequently experienced by parents in obtaining specialized services, and the diagnostic difficulties inherent in assessing a preschooler's intellectual level.

Further learning moved the student into therapeutic involvement with the parents. Intervention tasks were aimed toward: (1) clarifying conflicting professional opinion and recommendations regarding the severity of their son's retardation, (2) responding to and providing opportunity for ventilation of their negative experiences and disappointment that no "cure" was available to solve the problem, and (3) direction of their positive concern and engeries into constructiove parent-child interactions and family developmental tasks.

These treatment goals are compatible with Proctor who states that "Although shock and frustration may still accompany a diagnosis of retardation, the child, the parents, and the professionals can move ahead to deal with issues of growth and development." (1976, pp. 260)

Mr. C. was working considerable overtime as a factory worker. Although their expenditures created the need for extra money, Mr. C. realized his prolonged absence from home denied him the opportunity to spend more time with the children. Much of the childrens' care was left to a grandmother. Mrs. C. was employed in a secretarial capacity, and while she had a higher education and seemed more sophisticated, she was more defensive and less capable of insight than the father.

Mr. C. was encouraged to reduce his work hours and both parents were helped to increase their tolerance level to become less critical of W.'s limitations and to discontinue comparing him with his younger brother who was enrolled in the Nursery School when he reached 2 1/2 years of age.

Both student teacher and social worker utilized educational techniques regarding sibling relationship, age-appropriate behaviors, developmental stages and maturational levels. This information was shared with parents and used to help them to further each child's self-concept and individual growth in appropriate ways.

This interdisciplinary effort did much to alleviate the fear and anxiety that the parents had initially displayed and helped them to develop more realistic expectations for their child's future. The provision of a school needs of W. and the normal developmental needs of his younger sibling was viewed as a reality confirmation by the parents that W. could be expected to function in a school, within recognized limitations, and eventually as an adult.

The D. Family

The D. family who resided in the Jeffries Housing Project serves as an example of the role of the school as a permanent institution whithin the Project, and as a service agency that is concerned with influencing the lives of those persons with whom it comes into contact. In addition, this family fits McKinney's description of a multideficit family, i.e., one whose basic needs "have not met and there is little hope of attaining them." (1970, pp. 328)

Before the D. family had a child enrolled in the Nursery School the father was known because of his family's reputation in the immediate neighborhood and because of the contacts the staff had with them. Mr. D's family included several brothers in their late teens and early 20's who had many contacts with the police (many of which were within viewing distance of the Nursery School staff). Mr. D. had been seen by staff torturing small animals, wandering daily through the neighborhood, fighting and associating with alleged criminals. Following a highly contested marriage to a very young woman, aged 15, S., a baby girl, was born and Mr. D. was frequently seen carrying her about. The director and one of the teachers early began a process of inclusion of this child as a pupil in the school. By the time S. was 2 1/2, Mr. D. had filed an application with the school and the child was enrolled. Also by this time there was a second child, a 7 month old boy.

Mr. and Mrs. D. were somehwat self-sustaining. They occupied their own unit, around the corner from Mr. D.'s mother, and received welfare assistance. Both parents came to the initial conference with the director; and both were at home when the teacher made her initial home visit. It was revealed that the children were living in the home on probation status, supervised by the

Juvenile Court, due to family friction, marital discord and outbursts of violence and alleged child abuse. Therefore, as a recommended service of the Nursery School, the D. family was advised of the desirability of regularly scheduled contacts with the social worker. A child abuse petition was filed by the Children's Hospital where eximination had revealed numerous abrasions and a healed skull fracture incurred by S. Although he vehemently denied being responsible for the skull fracture, Mr. D. admitted to extremely violent outbursts and resultant beating of the children and his wife. He felt justified in his abusiveness of Mrs. D. He ventilated his frustrations over her drinking, neglect of the children, poor housekeeping standards, and association with undesirable friends. He also accused Mrs. D. of unfaithfulness, attributing his physical attacks on her as his attempts to maintain his family and to "make her" act like a wife and mother.

His sensitivity to the children's needs, and strong desire to keep his family together were seen as strengths to be utilized in ongoing supportive therapy. The social work student had to be sensitive to his needs, utilizing outreach efforts to welcome him to the school where he initially felt he might be rejected. Holmes et. al. describe the difficulty in making initial contact with abusive parents. "Often these clients have experienced severe rejection in their lives and have learned to expect rejection." (1975,pp. 6)

The social work student's learning tasks focused on enabling Mr. D. to develop alternative behavior to acting out his frustration through aggression. The mutually established goals were to increase his self-esteem through more effective parenting and to offer his children the love and protection which

he felt his own parents had denied him . . .

> those qualities that we call human empathy, identification, love that transcends love of self, the high valuation of life itself, and the moral refulsion against acts, and even ideas, that seek destruction - all of these qualities are not innate in human nature but are the products of family education in the earliest years. (Fraiberg, 1959, pp. 192)

He had considerable insight into his intra-psychic conflicts and was highly motivated for counseling. Although a family-focused approach was used to intervene in the parent-child system and the spouse system, individual sessions were primarily with Mr. D. Mrs. D. expressed resistance by missing appointments and by her stated feeling that Mr. D's violence was the major problem in the family. Since she felt victimized, she could not accept her role in the vicious cycle of negative marital interaction. Also, efforts to involve her were frequently aborted as she vacillated from expressing hope for change in the marital relationship to impulsive separations and viewing divorce as the only solution.

Because the numerous separations interfered with S.'s school attendance, and abuse directed toward the children seemed imminent, the social worker and the court worker frequently collaborated. Mr. D. recognized his need for external control and seemed to appreciate the concern of the school's staff with the probationary status family. Consequently, the pending Juvenile Court hearing was used in therapy for establishing time-limited goals to which he could relate in his effort to prove his worth as a father.

Mr. D. was encouraged to observe the school's activities. At the same time, the social worker discussed with him educational techniques related to child development and successful parenting.

During the eight months she attended Nursery School, S. exhibited age-appropriate behaviors in many areas. She talked well. She was interested in interacting with children and with adults. She enjoyed the many activities offered her in the nursery program.

The main area of concern was S.'s eating habits. S., a tiny, frail child, would not at most of the food served at Nursery School. She sat at the table with an expression of apparent hunger on her face. It was discovered that S.'s eating habits were imitative of her father's. Conflict over food was a frequent occurrence in the home. Mrs. D. was quite obese and Mr. D.'s diet consisted primarily of french fries. Like S. he also refused to taste most foods. Because of their concern for her physical development, Mr. D. was willing to provide a wider variety of food at home and Mrs. D. provided the school with a list of foods which S. might eat. Thus the education students were helped to see that this refusal to eat was symptomatic of some of the extremely serious problems connected with the family. A lunch plan was developed around the food list Mrs. D. provided. Each day before lunch S. was taken into the kitchen where she would either make or watch the cook make food especially for her.

Mr. D. had a history of severe emotional problems including two suicidal attempts. He referred to these periods as a "nervous breakdown." Although he received emergency psychiatric treatment at these times, he was suspicious, defensive, and reluctant to consider further psychiatric care outside of the Nursery School. Consequently, he was seen weekly until a few weeks before the end of the term when he was able to be placed on a full

time federally-sponsored job. Being self-supporting was a very important achievement. He had been reared on ADC and expressed strong feelings of inadequacy and failure over also having to receive Aid to Dependent Children of Unemployed Fathers (ADCUF) for his family.

During this later phase of treatment, the family reconciled following a brief separation. Follow-up contact with the Juvenile Court worker indicated that Mrs. D. had reported that Mr. D.'s behavior had significantly changed and that she was no longer considering divorce. The permanence of this reconciliation was seen as doubtful. It was believed that the reconciliation was a response to pending legal action to remove the children which the family viewed as intrusive and threatening. Thus, continuation of Juvenile Court supervision was recommended.

The E. Family

Wayne State University has a large graduate and advanced professional school program. These programs attract people from Michigan, the United States and from other countries. There is on-campus housing and the Nursery School attempts to service a limited number of these families. The following case illustrates the role of the Nursery School staff when a family experiences developmental and adjustment difficulties related to the transition from one country to another. During these times of change the family may encounter cultural differences in age-appropriate behavior expectation in the children, a change in status due to the student role, and anxiety related to living in a large urban center.

The E. family fled to the United States from the Middle East during a political crisis. They were received in this country by Mr. E.'s well-established brother and this family who provided temporary housing and financial assistance.

In this family the man was the student. The woman, who had been a professional in her own country, did not have an identfiable role in the United States other than full-time mothering. She expressed fear and disappointment over what was happening to herself and to her family.

Mr. E. a professional man in his 40's and Mrs. E. a teacher in her 30's had two pre-school age children. Mr. E. displayed anxiety over the loss of his status and home, his dependency upon his brother's family for support and his uncertainty as to the future. In order to protect his status and in case he would eventually return home, he had obtained a sabbatical educational leave and enrolled in a graduate progam at Wayne.

Mrs. E. spoke no English, was less outgoing, seemed less able to cope, and retreated into isolation. The husband, accustomed to a well-defined masculine role, assumed all contacts with the community. This active role accelerated his adjustment process. In addition, Mr. E. assumed many mothering functions and became the sole parental contact with the school.

Student social worker training focused on the cultrual determinants of roles, the psychological reactive process in children to stress in the family unit, and the tasks related to relocation (i.e., immigration policy, health care, etc.).

The oldest child L. was enrolled at the age of 3 years, 3 months. The younger child A. was enrolled 4 months later at the age of 2 years, 3 months. With both children, educational goals included learning to trust the school setting and become confortable in it. The school promoted their socialization skills and the learning of English, while striving to help them preserve their cultural heritage.

> The sense of belonging, crucial in the development of self-concept, becomes blurred if one's language, cultural patterns, and ethnic experiences are not reflected and supported but rather given a negative connotation in the environment.
> (Sotomayor, 1977, pp. 196)

In class, student teachers were taught how to serve as models for English on an informal basis. The children did not require any special drill work. Their English skills grew out of a desire to communicate.

The area of major focus was socialization skills. L. was an onlooker when she attended school alone. With the addition of A. to the same classroom, the two children clung together, apparently identifying with the mother's withdrawal and fear. Student teachers were trained to provide positive reinforcement as the children moved towards other class members. L. often became frightened or upset if children moved too fast. Thus, an adult was generally stationed nearby for support as a child approached L. In addition, the teachers would plan special projects for L. and one other child in whom she had expressed interest. These activities took L. and the other child out of the main playroom and into another room where they and a teacher would be alone, free to concentrate on each other and on the activity at hand.

The children moved out slowly and cautiously to other children. But it was not until L. left Nursery School for kindergarten, so that each was in a different class, that either child made a permanent friend.

The F. Family

The F. family is illustrative of the policy of the Nursery School to respond to children with special needs and multiple handicaps. These children are often referred by other agencies, in particular specialty clinics. Mrs. F. initiated contact upon the adivce of the children's doctor. Her two pre-school children were considered functionally retarded. The retardation was manifested by lack of speech, poor condition and development, inability to chew food or eat with utensils and lack of age-appropriate social skills. In addition, the children required frequent medical attention because of ear infections, rashes, upper respiratory infections, visual impairments.

At the time of acceptance into the Nursery School in 1971 S., a male, was 3 years, 10 months old, P., a female, was 2 years, 6 months old. It should be noted that this enrollment date preceded the development of the training model described heretofore. As an education plan was being developed it immediately became apparent that the staff was encountering a multi-problem family. The family can be described as lower class, white, of Southern origin living in deteriorated housing in a two block radius of white families located in a predominately black ghetto. The father who had a 4th grade education, was middle-aged, unemployed, chronically ill and alcoholic. The mother, seven years younger, was an obese, church-going woman with a 10th grade education. She had developed an uncanny facility for manipulating the social service

delivery system.

This was the second marriage for both. Family history revealed that both had older children. Mr. F. had a history of steady employment and had been married for twenty years before his wife and child were killed in seperate accidents. Mrs. F. had a common-law relationship for several years with a man 40 years her senior. There was an indication that there was a child from this relationship and that this child had been removed by the courts.

During their first year at the Nursery School, the family's constant crises of health care, housing, finance, marital problems, alcoholic bouts, and wife abuse kept the Nursery School staff in constant disruption. Also, the staff was much aware that although it attempted to intervene and assist the family, minimal progress was being made because of the lack of coordination and an effective plan of intervention. In its attempt to respond to the daily chaos of their life style, the Nursery School became part of the cycle of over-utilization of community resources. The family's pattern was to go from agency to agency with little or no follow-through.

When this interdisciplinary program began in 1972 the F. family was an initial assignment. Thirteen agencies were identified with whom this family had on-going contact. The teaching focus for the social work student was the identification of the impact of environment on child development and family functioning, coordination of services and an advocacy role in protection of children's rights. An extensive psycho-social assessment was compiled, in conjunction with key agencies such as the Speech and Hearing Clinic, Children's

Hospital, Department of Social Services, and the minister from the local religious mission.

In order to contain the dependency cylce, the pattern of agency exploitation, and the parents' use of their children as pawns, an inter-agency conference was initiated by the social work student. Seven agencies were represented. The objectives were to make a comprehensive assessment of the total family situation and to develop an intervention strategy based on the indentification of roles of each participationg agency with the coordinating role being assumed by the social work student at the Nursery School. This approach was acceptable to the participants. Therefore lines of communication, coordination of services and resources, and assessment of the family's response were monitored by the social work student.

For one year a family-focused approach was implemented. This approach required home visits, accompanying the family to clinics, locating improved housing, accompanying Mr. F. to the hospital and facilitating his entry into an alcoholic treatment program. The family was seen on an average of 3 times a week. Although there was minimal improvement, episodes of abuse, fighting, and general neglect of the children continued. Following one of these episodes Mrs. F., who was in contact with a lawyer about a pending compensation claim, impulsively filed a child abuse petition against Mr. F. A few days later she attempted to withdraw it. But, because of the statements on record, the juvenile court became involved in the next phase of treatment.

In his discussion of the social worker as a courtroom witness, Bernstein

states that "The social worker is an advocate for the emotional health of the whole family" (1975, pp. 523). At the court hearing, the family was placed on probation with the Nursery School assigned to provide primary supervision. Thus, a new dimension was added to the teaching as the social work student learned the role of authority and advocacy for the childrens' rights.

In responding to the total program of the Nursery School, Mrs. F. was very reliable about getting the children to school each day and being on time. She kept all appointments. For two years the Nursery School staff and students worker directly with her in an effort to upgrade her mothering skills, i.e.,talking with the children, working with them, keeping them clean, enjoying them. These efforts were not successful and she continued to use the school inappropriately, ignoring her children's needs and seeking satisfaction of her own needs.

Mr. F. alternated between feeling positive toward the school and expressing hostility. He continually came to school under the influence of alcohol, was insulting, loud in front of other children and their parents and staff. Nevertheless, his children were happy to see him, ran to greet him, and he was observed talking with them in a very appropriate, nuturing way.

This aspect of a parent-child relationship had been seen by Mueller who states . . .

> These children frequently feel more affection for the alcoholic than the nonalcoholic parent probably because the former tends to reward them when sober, while the latter may well be irritable and reject them at times because of the emotional strain created by the situation's constant pressure. (1972, pp. 83)

S. progressed from communicating in grunts toward using indistinct words and phrases. On rare occasions he could pronounce a word clearly. His attention span and attempts to learn moved from just sitting and staring blankly or running and ripping papers off the wall throwing learning materials into air, toward being able to sit and listen and to participate in learning experiences, mainly in nonverbal ways. Socially he progressed from grabbing interfering in children's play toward being able to cooperate and play along with other children and being accepted by them. His motor coordination also imporved. He became able to climb, run, jump, work simple puzzles. The grave concern for his educational progress lay in the fact that each time the family experienced another crisis, S.'s progress in all the above areas regressed almost completely to the beginnning stages.

P. was closer to her age norm in all areas of development, but displayed serious symptoms each time the family was at a crisis stage. She retreated to a shell of being nonresponsive to everything. Physically she went limp, lying and sitting around as in a stupor. ALlowing other children to use her like a doll, she became nonverbal and inactive. Penetration became more difficult each time she retreated from her fairly normal behavior to the withdrawn behavior

One year after the court order placing the family on probation, the decision was made to remove the children. Because of the close contact with the court, the social work student, the Nursery School director and the teacher attended hearings, submitted recommendations and testimony and eventually coordinated the placement process.

The goals for student teachers in training at this period of time were as follows:

1. To see an interdisciplinary team working with a family in crisis, and understand what the role of the teacher is as regards work with children and with the parents.
2. To understand the importance of providing a consistent environment for children at school, when the home is in a constant upheaval.

Because the developmental lag was so great with S., students initially tended to focus on what he could not do, excuse some of his behavior or become frustrated by it. The student teachers had to see how to observe and then build on his strengths or abilities, small as they were, and to use them to challenge S. to take the next steps. Both children could be quite manipulative with adults, crying and giggling. Students learned that warm, but firm and consistent directions helped the children begin to focus some of their energies. They learned what was an appropriate balance of curriculum for the children, letting them make choices about aciivities they wished to pursue, working them into small informal and formal groups, and providing some individual experiences that were highly structured.

Weekly conferences with the staff helped students understand the scope of the problems with the family, and whether or not the progress made in school was being reinforced at home. Students also had to come to terms with the question of if and when it becomes appropriate for children to be removed from the parents and the responsibility of the school to protect the rights of children.

## CHAPTER III

## EVALUATION AND SUMMARY

The basic components of this interdisciplinary training model are: (1) primary emphasis on total family approach, (2) intensive family involvement at all levels of the program, and (3) parent education.

In order to achieve the goals of the project there had to be a commitment to the concept of interdisciplinary education by faculty from the School of Social Work and The College of Education. This commitment necessitated ongoing collaboration in development, evaluation and redesigning which ultimately led to the model described. At the end of each training year, students and faculty spent time reviewing the effectiveness of the program. These evaluations have led to redesigning and reformulation of goals and objectives for each subsequent year. Feedback from parents regarding their utilization of the services of teachers and social worker and the impact of this interdisciplinary resource on their lives has been a most valuable input in helping to shape the program.

Since the Nursery School is a training center under the auspices of the College of Education, the applicability of the model to other populations and a wider public is a major concern. Frequently universities have the opportunity to provide leadership in the development of innovative programs and new curriculum. The faculty associated with this project, like other faculty, has access to many other agencies and training sites through workshops,

consultation, supervising of practicum students and agency liason. Thus there have been opportunities to test the reaction of the public to the concepts formulated. These concepts have been favorably received by teachers, parents, and administrators. Their response has reaffirmed for the project staff the humanistic value of this approach as an effective means of improving the school-family relationship and the promotion of positive growth and development in children, parents and students.

Durcharme and Nash introduce the term "human service educators." They define this educator as . . .

> An effective teacher - at times a counselor, a human rights activist, a political ombudsman, a stimulator of human potential, and a group organizer . . . . a human service educator is able to help people discover more effective and satisfying means to improve themselves, their organizations, and other social institutions. (1975, pp. 223)

The partnership of the social worker, teacher and administrator, along with their assumption of responsibility for the total family, requires a willingness to involve themselves in the total family's life style and to intervene when needed, and in fact to build a new professional.

It is recognized that the implementation of this model necessitates a reorganization of the traditional staffing pattern in the schools and the establishment of different priorities for resource allocation in relationship to the community. This model has been replicated and is currently being tested with the kindergarden and the primary grades of the Golightly Education Center, opened in Detroit September, 1976. As new grades are added, it is anticipated

that the model will be tested throughout the elementary grades to discover when and if there can be a diminishing utilization as families become more stabilized and their parenting skills become more effective.

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